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AUTHOR	Wilson, Andy
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ABSTRACT

An instructor's manual and student activity guide on commercial art are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to nine periods), activity goals, eleven instructional objectives, related vocational clusters, and activity implementation (description, safety considerations, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for an art director, commercial designer, display designer, and industrial designer conclude the document. (JH)

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ED169367

T & I – COMMERCIAL ART

Kit No. 78

INSTRUCTOR'S MANUAL

Prepared by

Andy Wilson
Starr Elementary School
Starr, South Carolina 29684

State Department of Education
Office of Vocational Education
Prevocational Education
Columbia, South Carolina 29201

In Cooperation With

Vocational Education Media Center
Clemson University
Clemson, South Carolina 29631

1978

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TITLE OF ACTIVITY

Kit No. 78, T & I – Commercial Art

DURATION

Main Activity: 3 – 6 periods
Follow-up Activity: 1 – 3 periods

GOALS

While working through this project, the student will be exposed to some of the basic tools used by a commercial artist.

Each student will be able to design a poster which will inform others of an upcoming school event.

INSTRUCTIONAL OBJECTIVES

Using a pencil, each student will properly hold and position a pencil for sketching.

Given a pencil and paper, each student will draw basic lines used in sketching.

Each student will choose an idea for a poster.

Given approval of your idea, each student will draw thumbnail sketches of the poster.

The student will develop ten rough sketches.

The student will draw one refined poster sketch.

Given a drawing board and T-square, each student will identify these tools.

Given a sheet of graph paper, each student will tape the paper squarely on the drawing board.

Each student will arrange the final sketch on the squared piece of graph paper.

Given a poster board, each student will transfer the design to the larger paper.

Given proper media, paint or markers, each student will color the poster.

VOCATIONAL CLUSTERS

Distributive Education, Office Occupations, Home Economics, Agriculture

ACTIVITY IMPLEMENTATION

A. Description

This activity charts the progress of developing a booster poster by the following steps:

1. using the tools of a commercial artist
2. preparing an idea
3. arranging an idea on graph paper
4. transferring an idea to poster board
5. arranging an idea on poster board
6. adding color to an idea

B. Safety

No special rules apply to this activity.

C. Materials Required

1. Audio Visual Equipment:

   None

2. Technical Equipment:

   25 18 inch (45.72 cm) rulers
   25 T-squares
   25 drawing boards

3. Expendable Supplies:

   25 No. 2 pencils
   25 No. 3 pencils
   1 pencil sharpener
   18 felt-tip markers
   - 3 yellow
   - 3 tan
   - 3 orange
   - 3 brown
   - 3 red
   - 3 green

   2 sets of poster paints
   25 gum erasers
   1 roll of masking tape
   25 poster boards, 16 x 20 inch (40.64 x 50.8 cm)
   100 sheets of plain white paper

D. Preparation Prior to Class

The instructor should read the activity and review the illustrations carefully prior to class.

The materials required in this project should be immediately available to the student and a chair and table should be provided for each student. Duplicate enough graph, VIEW, and check sheets for all your students.

E. During Class Session

This activity should stress individual creativity so a minimum amount of supervision is necessary.

Assistance should be available for students experiencing difficulty.

Pass out the student activity guides and read the introduction. Give each student a check sheet and have him/her return it to you when completed. You may have to aid students with the squaring and taping of their work.

F. Follow-up Activities

1. Have students complete VIEW Fact Sheets.
2. Have the students vote on best class poster and discuss why some designs were more appealing than others.
3. Advanced projects in lettering on posters could be done.

ANSWER KEY

Objective II

1. Vertical line
2. Horizontal line
3. Diagonal line
4. Circle

Objective VII

1. Drawing board
2. Head
3. Contact edge
4. Drawing edge
5. T-square

MASTERS FOR DUPLICATION

1. VIEW Fact Sheet
2. Student Check Sheet
3. Graph paper

VIEW FACT SHEET

NAME _____ CLASS _____ OCCUPATION _____

A. List the advantages (good points) of this occupation (job).

B. List the disadvantages (bad points) of this occupation (job).

C. List three things you should know to do this occupation (job).
1.
2.
3.

D. What type of education should you get to be prepared (do) for this occupation (job)?

E. What courses must you take to go into this occupation (job)?

F. What do you think your future in this occupation (job) will be?

G. What wage can you expect in this occupation (job)?

H. What are the working hours of this occupation (job)?

I. To learn more about this occupation (job), write to:

J. Using a scale of 1 to 5, circle the number that measures your interest in this occupation (job) as a possible career.

I don't like it. ← 1 2 3 4 5 → I like it.

CHECKSHEET

OBJECTIVE II

TYPE of LINE

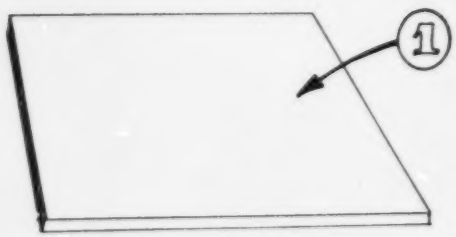
1. _____

2. _____

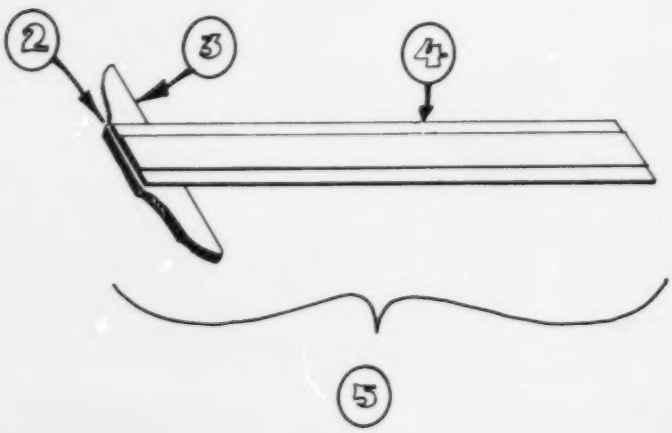
3. _____

4. _____

OBJECTIVE VII



1. _____

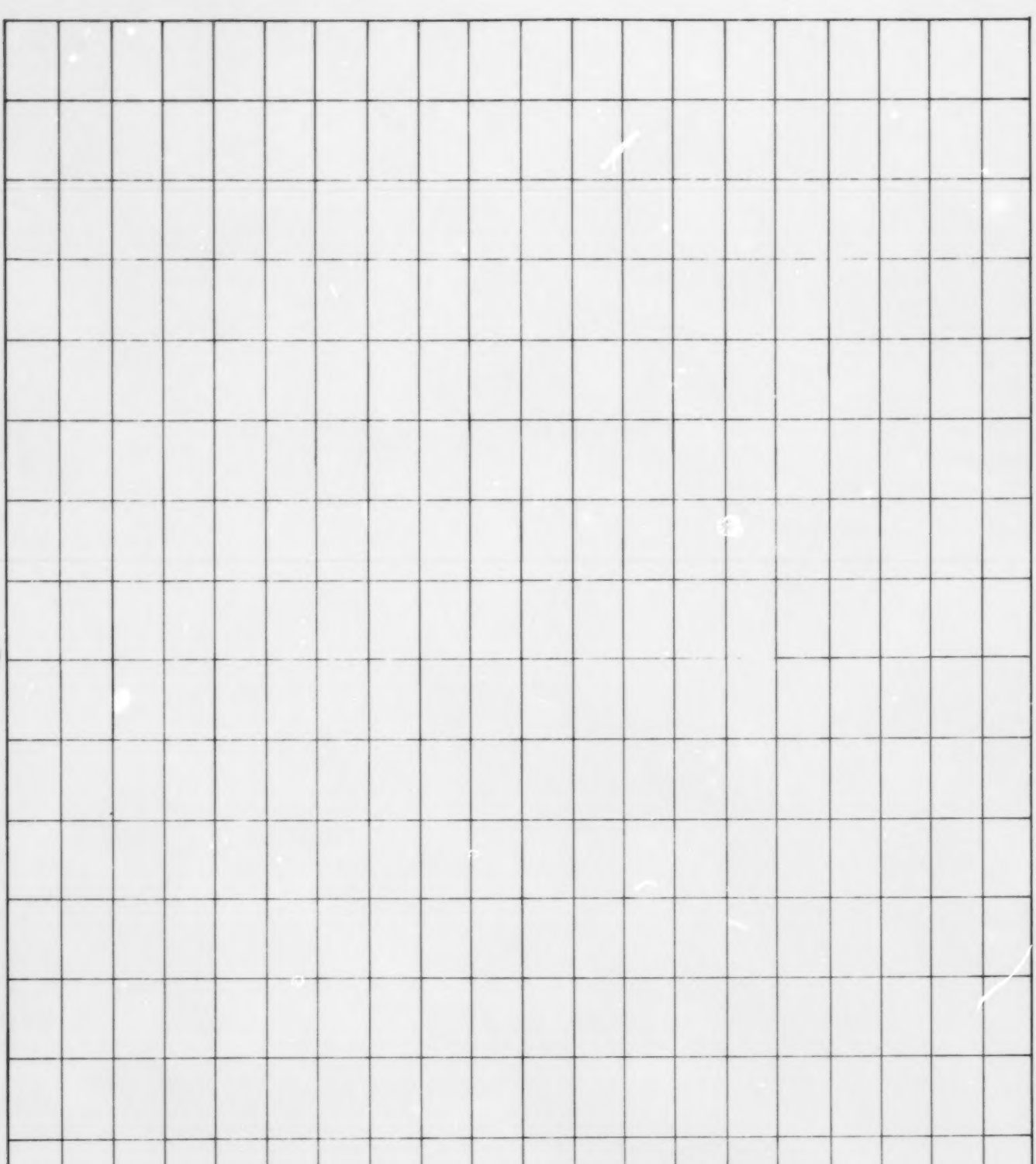


2. _____

3. _____

4. _____

5. _____



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T & I – COMMERCIAL ART

Kit No. 78

STUDENT

LEARNING ACTIVITY GUIDE

Prepared by

Andy Wilson
Starr Elementary School
Starr, South Carolina 29684

State Department of Education
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INTRODUCTION

Commercial art is an essential tool for all phases of business and industry. It attempts to convey visually an idea or product through the use of a variety of methods.

A commercial artist performs design and graphic skills and offers helpful suggestions in the planning and development of advertising, displays, and packaging.

In this activity, you will develop a school spirit or booster poster.

GOALS

The basic goal of a commercial artist is to visually inform someone of an idea. While working through this project you will be exposed to some of the basic tools which a commercial artist uses and also will be able to design a poster which will inform others of an upcoming school event.

Your careful planning and creative ability will determine the quality of your finished poster. The experience which you gain will help you to explore the areas of the commercial art field.

DIRECTIONS

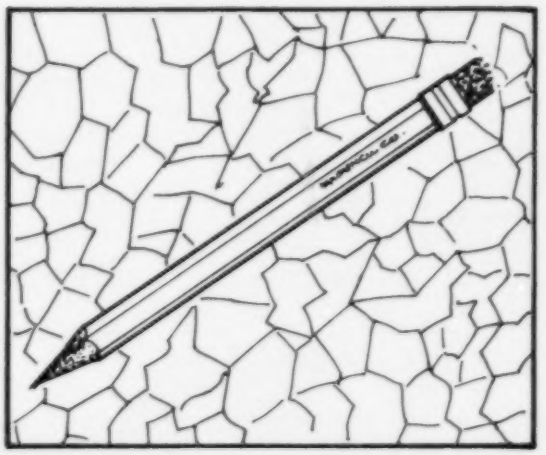
The instructions that you will follow have been carefully planned and selected so that your project will be easily completed. If a question does arise which you cannot solve, feel free to ask for assistance from your instructor.

Remember, the more thought that you place in your project idea, the better the quality of its outcome.

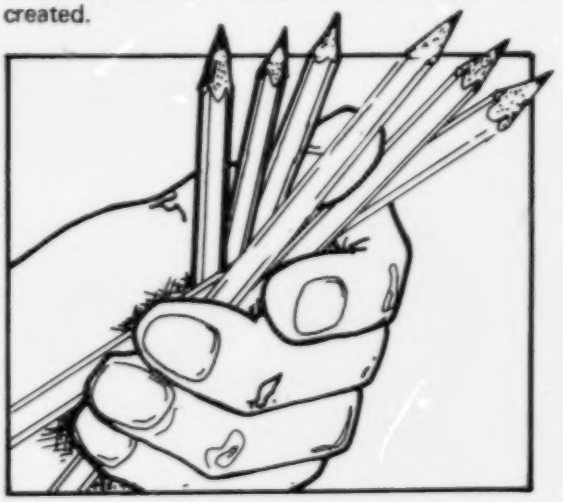
PROGRAMMED TEXT

Instructional Objective 1

Using a pencil, each student will properly hold and position the pencil for sketching.

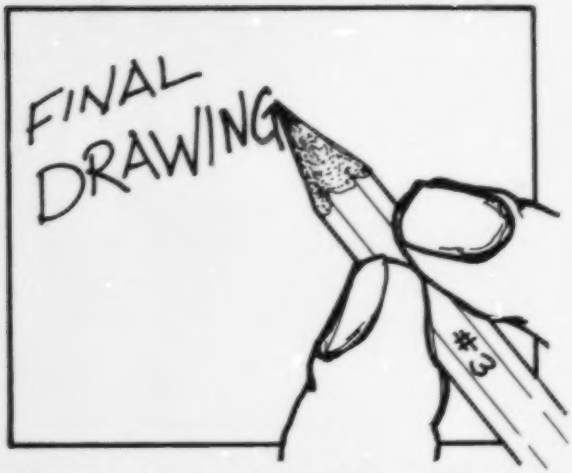


STEP 1 – The pencil is probably the most underrated tool used by the commercial artist because it is with the pencil that ideas are created.



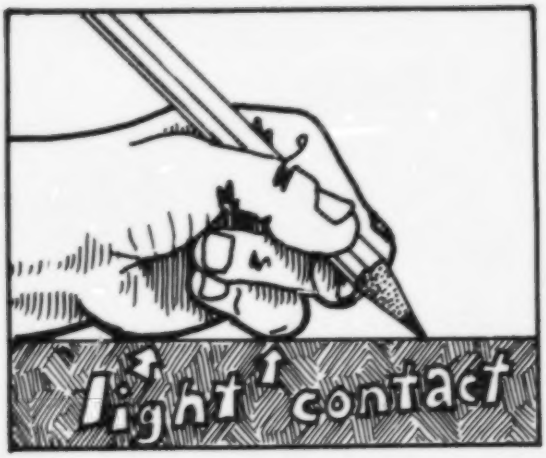
STEP 2 – Each artist has a variety of pencils to choose from, but for this project we will use only two of them, a No. 2 and a No. 3 pencil.

STEP 3 – The No. 2 pencil is used for sketching.



STEP 4 – The No. 3 pencil is used for the final drawing.

STEP 5 – Using the pencil, first hold it firmly between your thumb and index finger.



STEP 6 – Lightly rest the heel of your hand on your paper.

Check Point

Ask a fellow student to inspect the position of your hand and the form you are using to hold the pencil.

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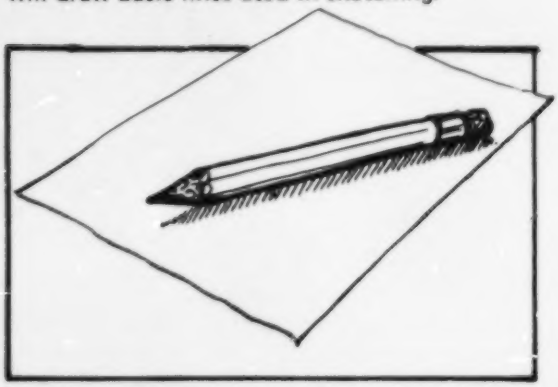
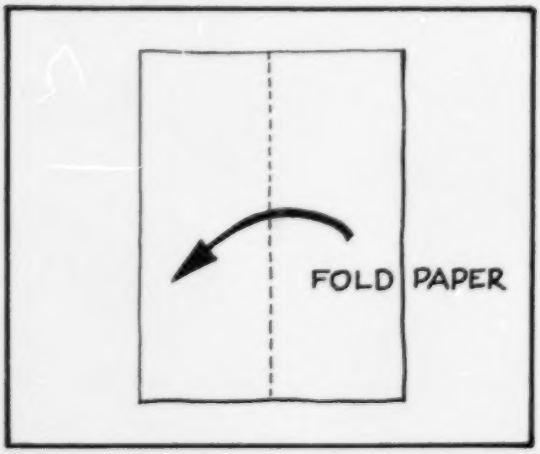
Instructional Objective II

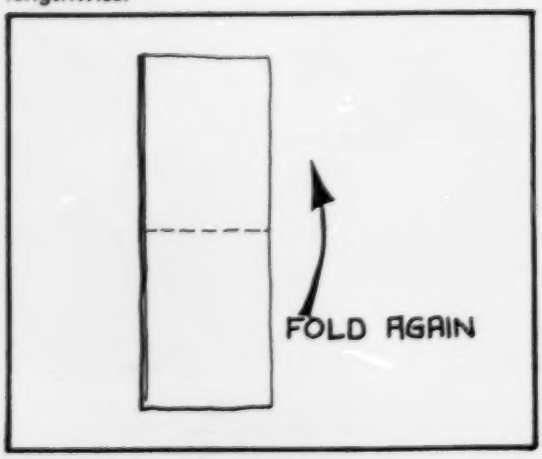
Given a pencil and paper, each student will draw basic lines used in sketching.



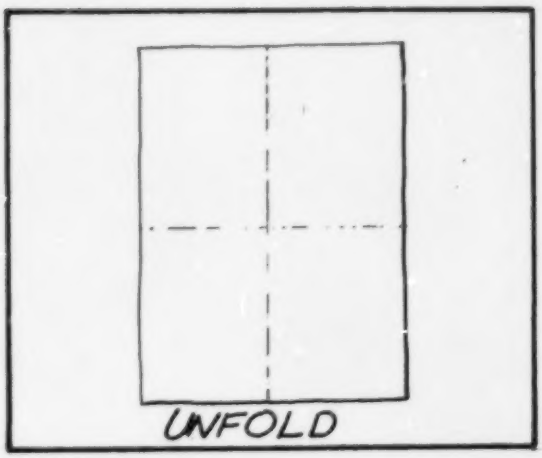
STEP 1 – Obtain a piece of paper and a sharp No. 2 pencil.



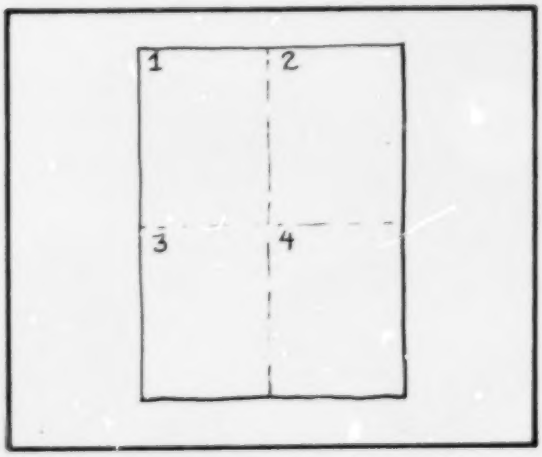
STEP 2 – Fold the sheet of paper in half lengthwise.



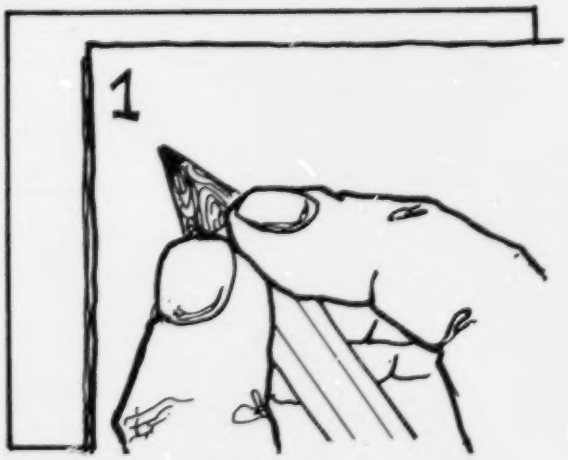
STEP 3 – Fold the width of the paper in half.



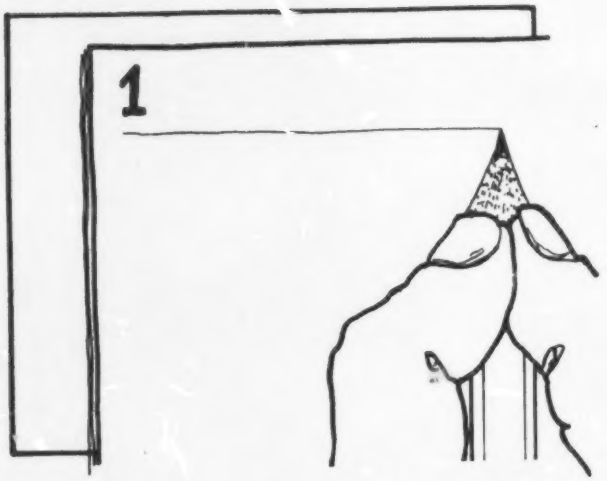
STEP 4 – Unfold the paper and there are four squares in which to work.



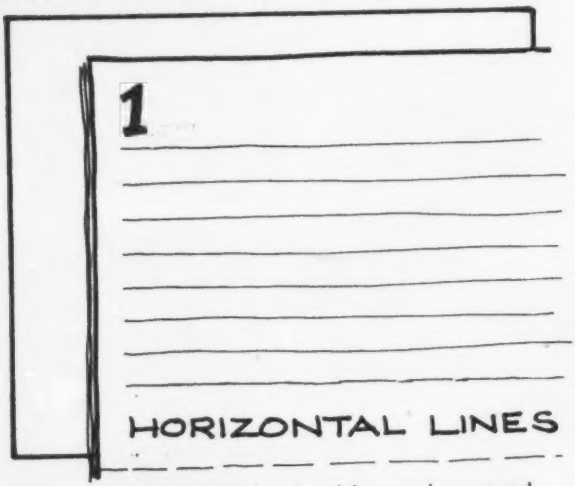
STEP 5 – Number these squares as illustrated above.



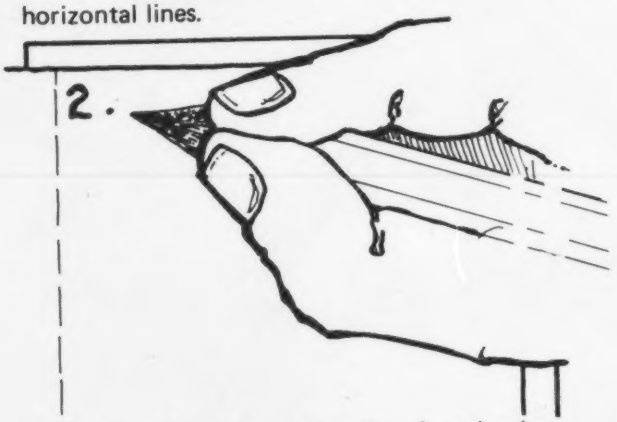
STEP 6 – Position the pencil on the paper in the top of corner square No. 1 as described in Objective 1.



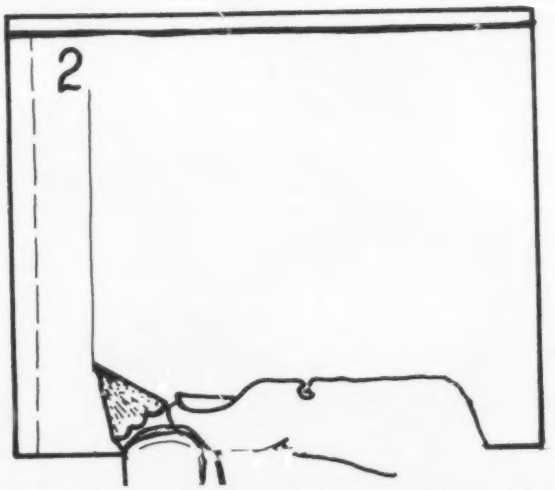
STEP 7 – Using only one motion, lightly move the tip of your pencil to the right. Repeat this step until the movement feels relaxed and controlled.



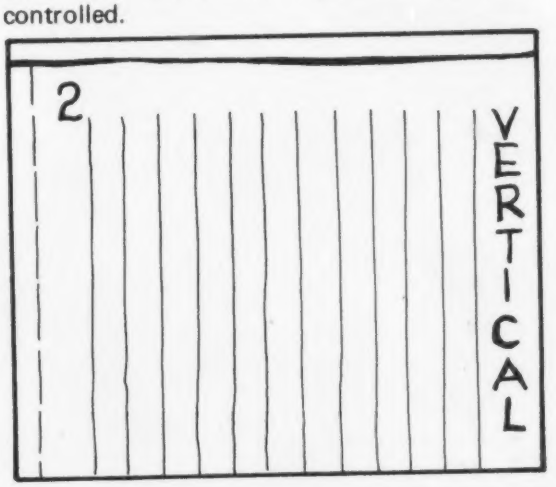
STEP 8 – Fill box No. 1 with evenly spaced lines. Lines drawn in this direction are called horizontal lines.



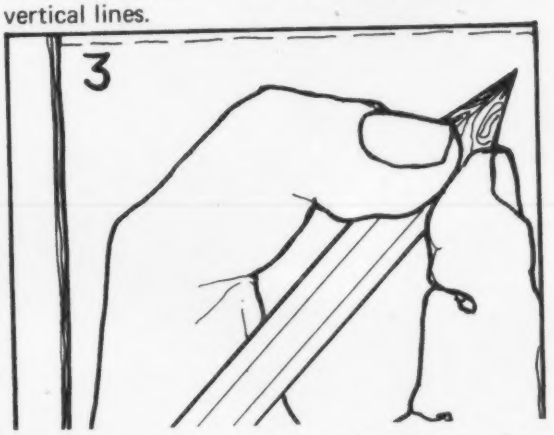
STEP 9 – Proceed to box No. 2 and using the proper pencil form, position the pencil at the top of the paper.



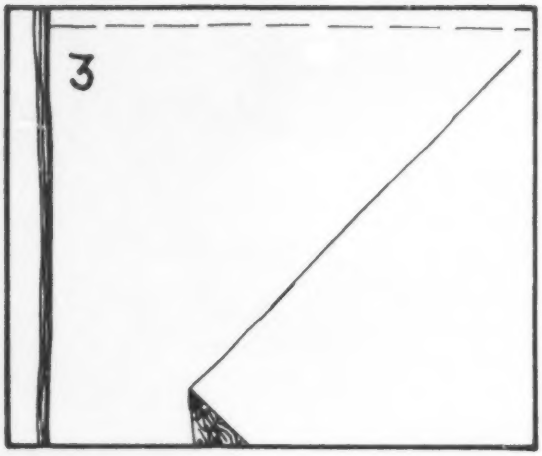
STEP 10 – Using one motion, lightly move the pencil down toward you. Repeat this step until the movement feels relaxed and controlled.



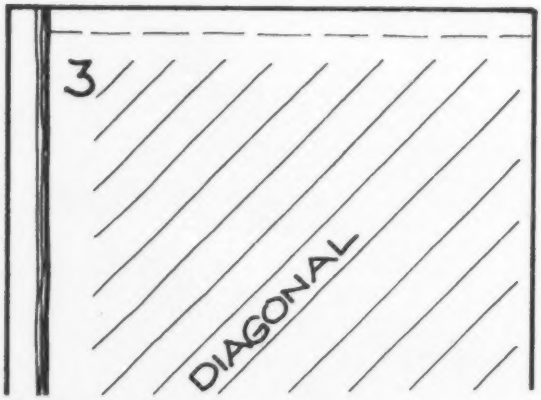
STEP 11 – Fill box No. 2 with evenly spaced lines. Lines drawn in this direction are called vertical lines.



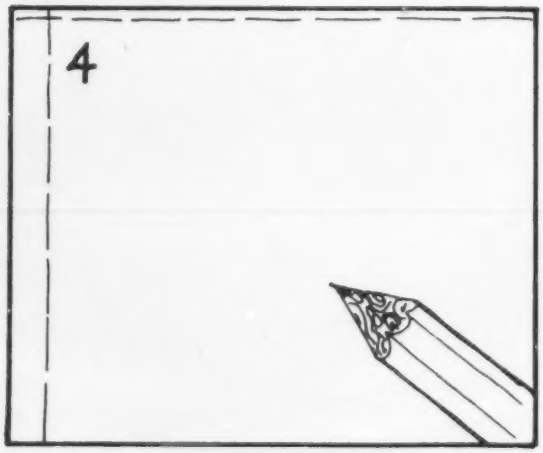
STEP 12 – Proceed to box No. 3 and using the correct pencil form, locate the pencil point in the top right corner of the box.



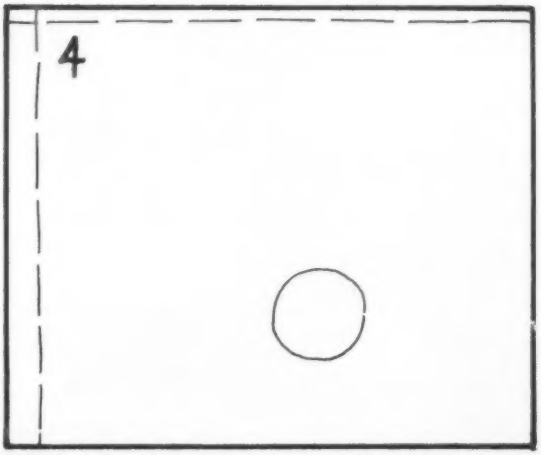
STEP 13 – Using one motion, lightly move the pencil across the box to the bottom left corner. Repeat this step until the movement feels relaxed and controlled.



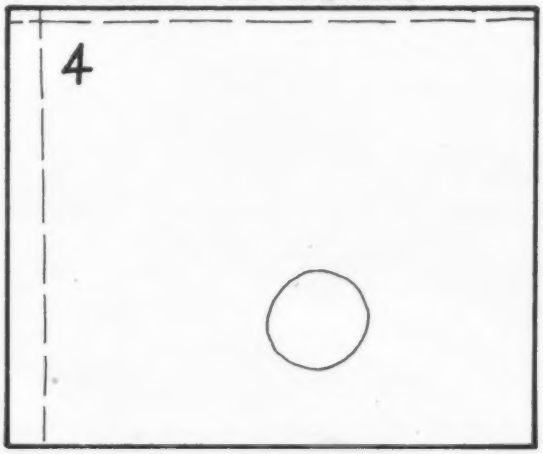
STEP 14 – Fill box No. 3 with evenly spaced lines. These lines can be drawn in either direction, left or right, they are described as diagonal lines.



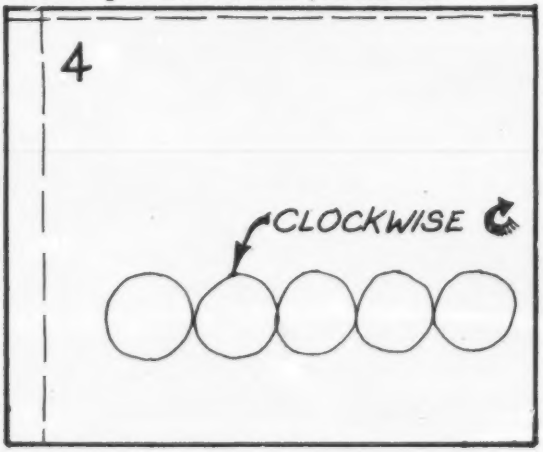
STEP 15 – Proceed to box No. 4; hold your pencil as described in Objective I.



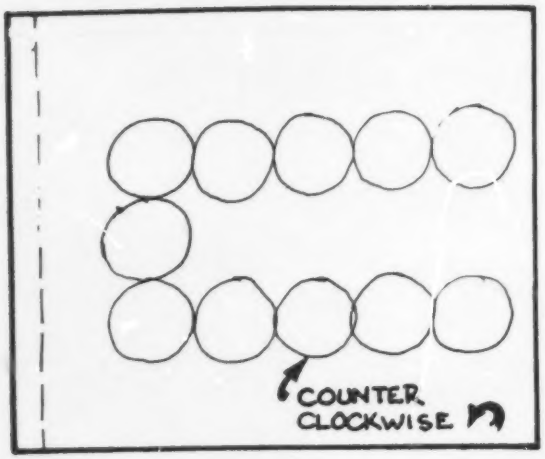
STEP 16 – Locate your pencil in the center of box No. 4, in this box you will be forming a circle using your No. 2 pencil. Circles should always be drawn slowly and carefully. Many words and symbols have either a part of or an entire circle within their construction.



STEP 17 – Move the tip of your pencil in a clockwise direction; trace the circle while remaining on the line that you started.



STEP 18 – Draw five of these circles.



STEP 19 – Draw five more circles in the box but reverse the motion of your pencil so that it is in a counterclockwise direction.

Check Point

Observe the accuracy of your circles.
Which direction was easier for you?
Use that direction in the following activities.

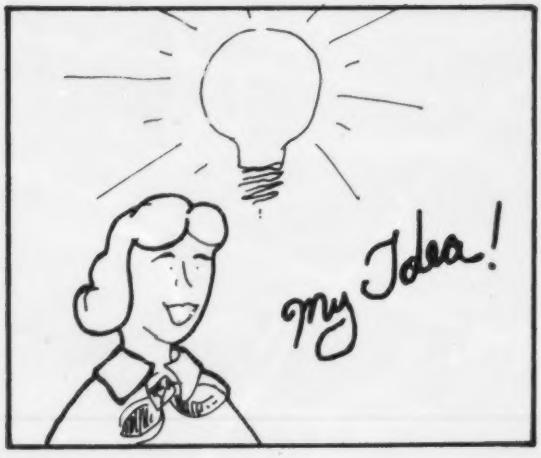
Identify the four lines drawn on Check Sheet II.

Instructional Objective III

Each student will choose an idea for a poster.

STEP 1 – From the list below, select the topic which you would most want to illustrate.

Come To The Game Tonight
Support (Class) Spirit Week
Our Team Is Here To Win
Game Tickets Are Now On Sale



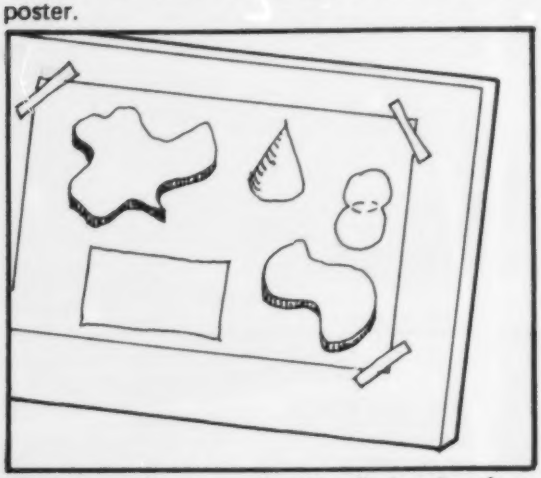
STEP 2 – Can you come up with a better idea for a school spirit poster?

Check Point

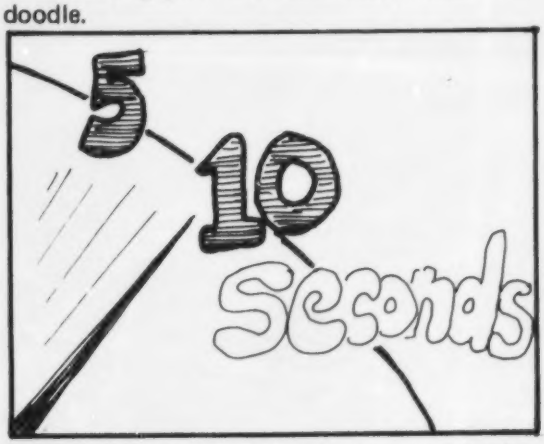
Write your choice of an idea for a poster and turn it in to your instructor for approval.

Instructional Objective IV

Given approval of your idea, each student will draw thumbnail sketches of the poster.



STEP 1 – The term thumbnail sketch refers to something you have done many times – a doodle.



STEP 2 – Each thumbnail sketch should take about 5 – 10 seconds to draw.

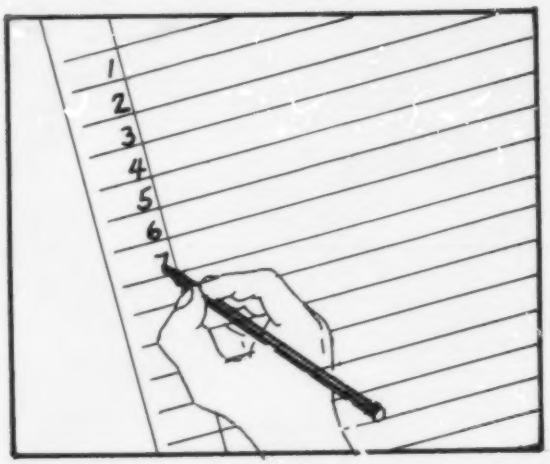
STEP 3 – Draw at least 30 thumbnail sketches. The more you draw, the greater the design possibilities you will have.

Check Point

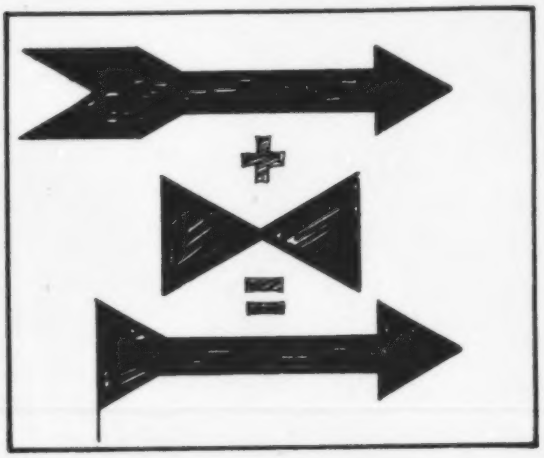
Show your thumbnail sketches to your instructor so he/she can inspect your work.

Instructional Objective V

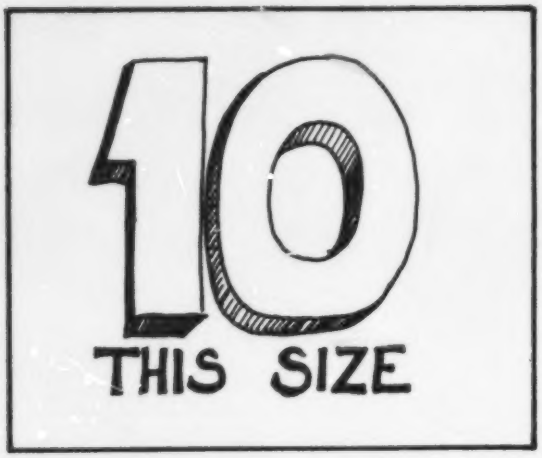
The student will develop ten rough sketches.



STEP 1 – On another sheet of paper number 1 – 10.



STEP 2 – Combine different parts of your thumbnail sketches to develop a new sketch.



STEP 3 – Do this until you have created at least ten new ideas. These drawings can be larger than your thumbnail sketches.

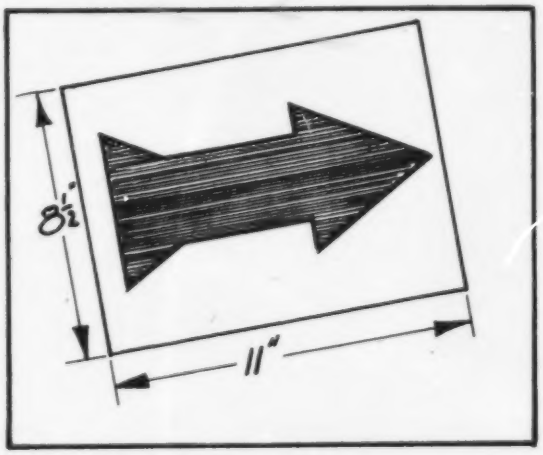
Check Point

Have instructor check your ten rough sketches when completed.

Instructional Objective VI

The student will draw one refined poster sketch.

STEP 1 – From your ten rough sketches, decide which sketch you like the most.



STEP 2 – On a new sheet of paper draw your idea to the size of your paper. Be sure to include your poster slogan.

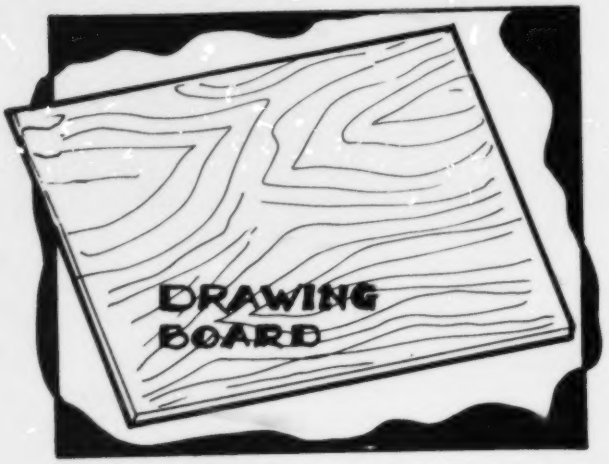
Check Point

Have your instructor inspect your final sketch.

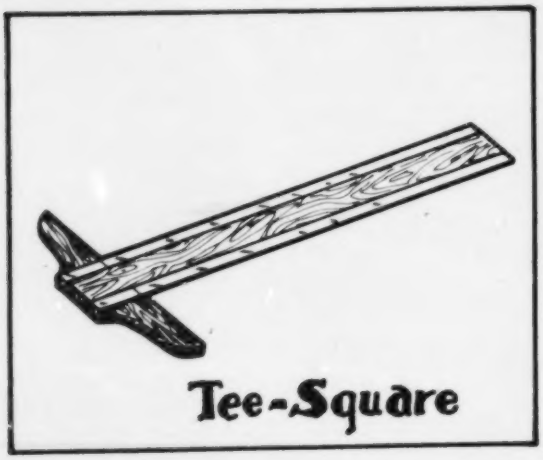
18

Instructional Objective VII

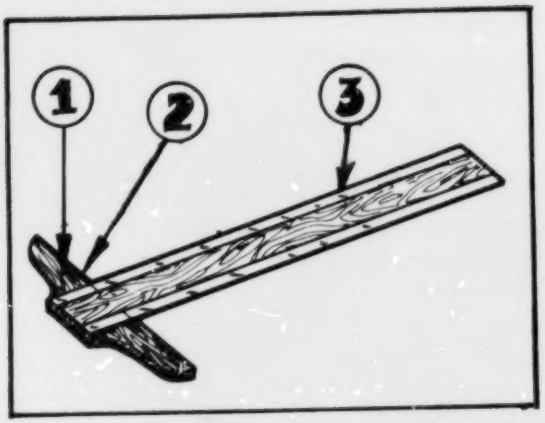
Given a drawing board and T-square, each student will identify these tools.



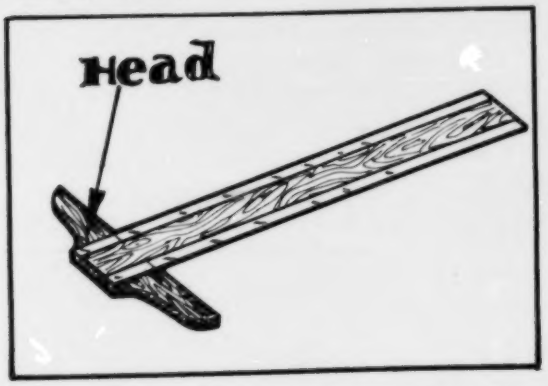
STEP 1 – This is a drawing board. Do not mark on its surface. You will use this board for paste-up and art work.



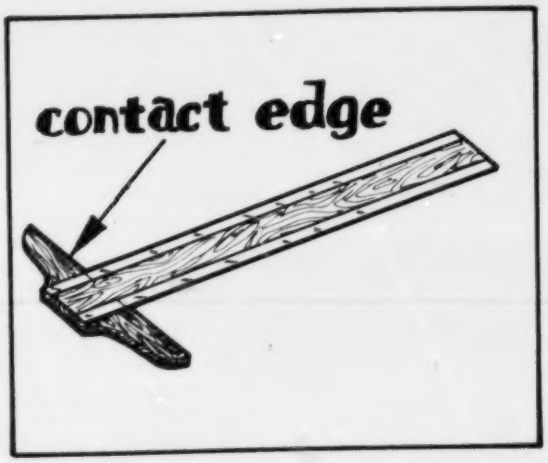
STEP 2 – Like a wrench to a plumber, the T-square remains an important tool to a commercial artist. As you learn the parts of the T-square, you will also observe how easy it is to use.



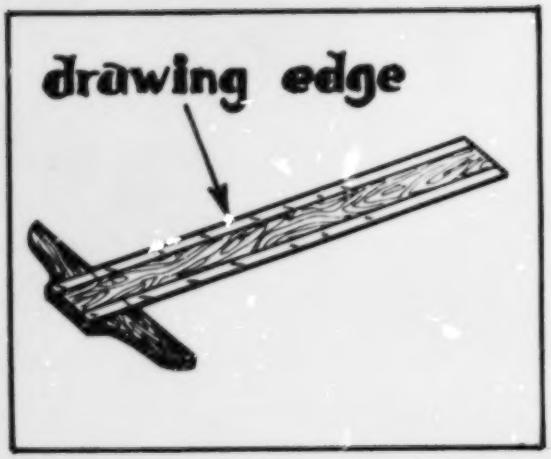
STEP 3 – There are three main parts of the T-square – the head, the contact edge, and the drawing edge.



STEP 4 – The "head" of the T-square is the part that travels along the edge of the drawing board.



STEP 5 – The "contact" edge is part of the head that makes contact with the board. An artist will place one hand on the head of the T-square to insure proper contact along this edge.



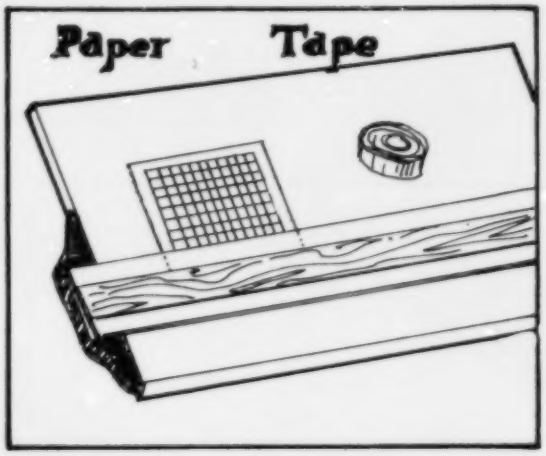
STEP 6 – The "drawing" edge describes itself. It is the straight edge that the pencil follows in constructing a horizontal line.

Check Point

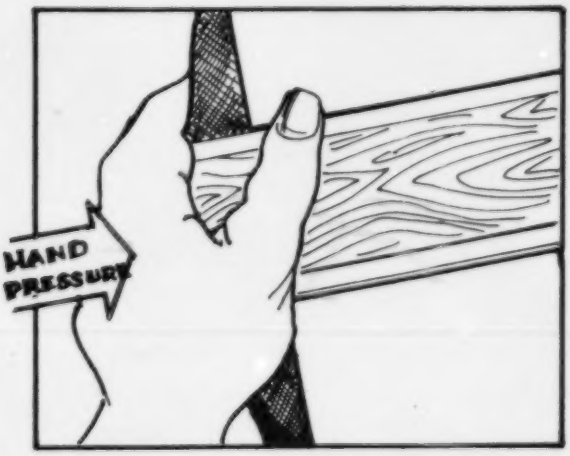
Using check sheet No. 7, identify the items illustrated.

Instructional Objective VIII

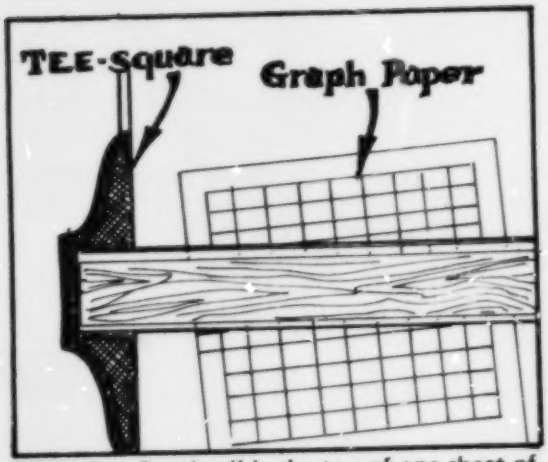
Given a sheet of graph paper, each student will tape a paper squarely on the drawing board.



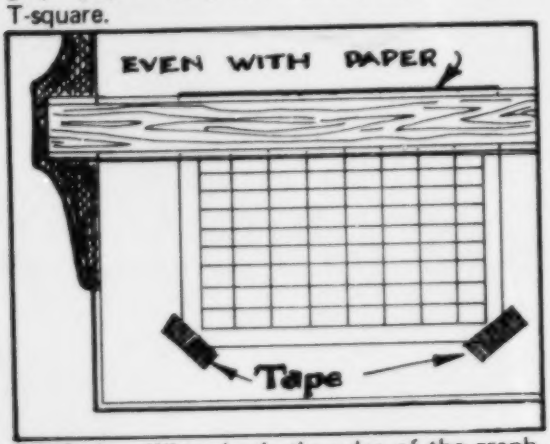
STEP 1 – Obtain a T-square, drawing board, adhesive tape, and several sheets of graph paper from your instructor.



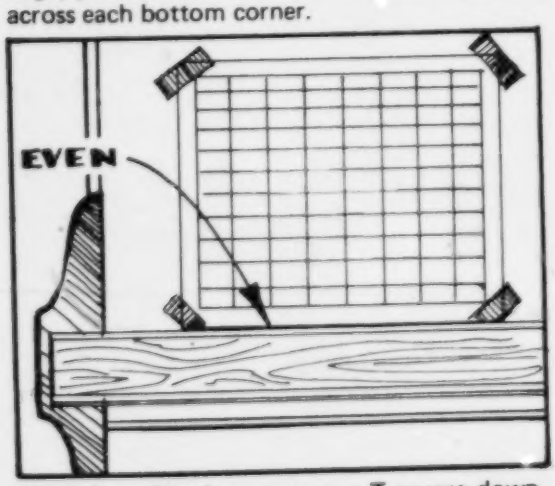
STEP 2 – Hold the contact edge of the T-square along the left side of your drawing board.



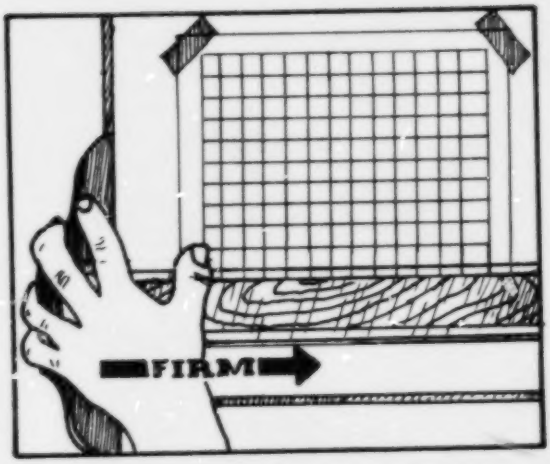
STEP 3 – Gently slide the top of one sheet of graph paper along the drawing edge of your T-square.



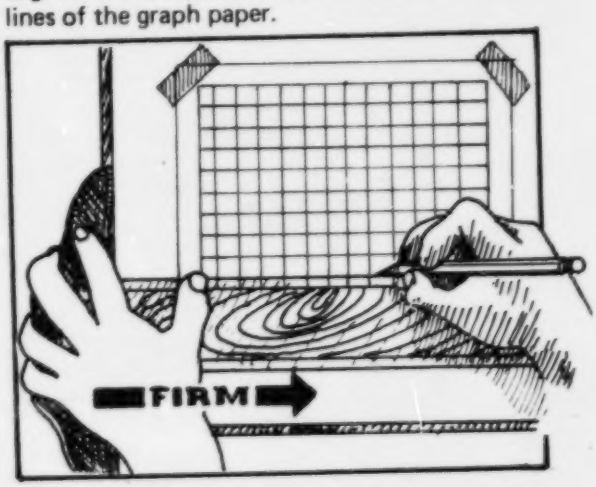
STEP 4 – When both the edge of the graph paper and the drawing edge of your T-square align, place a one-inch piece of adhesive tape across each bottom corner.



STEP 5 – Slowly move your T-square down the graph paper. The drawing edge of your T-square should now align with the bottom edge of the graph paper. If they don't, repeat this entire objective.



STEP 6 – Now, hold the "head" of the T-square firmly against the left edge of the drawing board. Carefully line up the drawing edge of the T-square to one of the horizontal lines of the graph paper.



STEP 7 – Using a No. 2 pencil, trace the horizontal line of the graph paper. Do the two lines match?

Check Point

If your line is not straight, you may not be holding your pencil firmly enough. Recheck Objective No. 1 concerning holding a pencil.

If your line is straight but does not overlap the line on the graph paper, your paper may be mounted incorrectly. Review the first five steps under this objective.

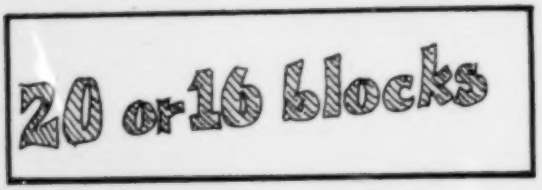
If your line matches the line on the graph paper, congratulations! You may now continue to the next objective.

Instructional Objective IX

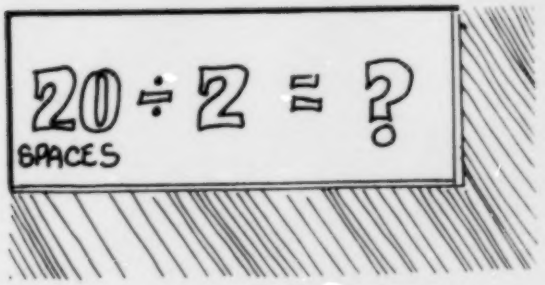
Each student will arrange the final sketch on the squared piece of graph paper.

STEP 1 – Count the number of lines of your slogan.

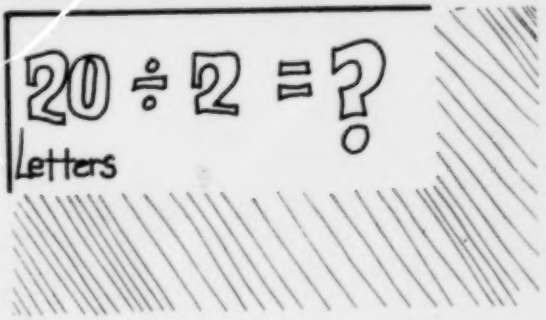
STEP 2 – Count the number of letters and blank spaces on each line. Write down each number alongside each line. Example:
Come (4)
To The Game (11)
Tonight (7)



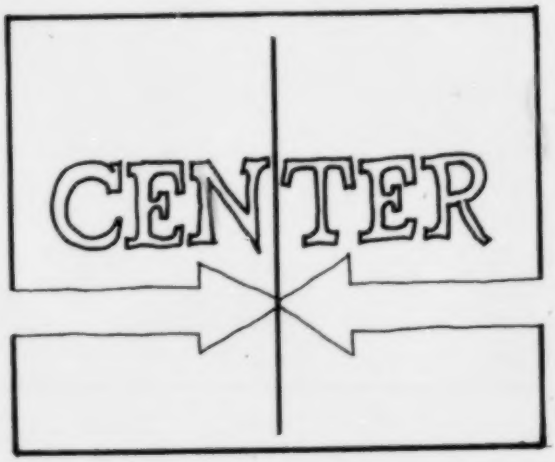
STEP 3 – Count how many blocks there are in one line of the graph paper that you are using. Write it down.



STEP 4 – Divide the number of blocks on the graph paper by two. Then count over that many blocks on your graph paper. Note: Always disregard fractions.



STEP 5 – Divide the number of letters that you wrote down in step 2 by two. This will show you how many letters and spaces must go on each half of the graph paper. Again, disregard fractions.



STEP 6 – Start each line of your slogan on a line of the graph paper by centering each line.

STEP 7 – If the arrangement that you chose to work with is not working, you may want to select one of your earlier arrangements. There is no harm in changing your mind now!

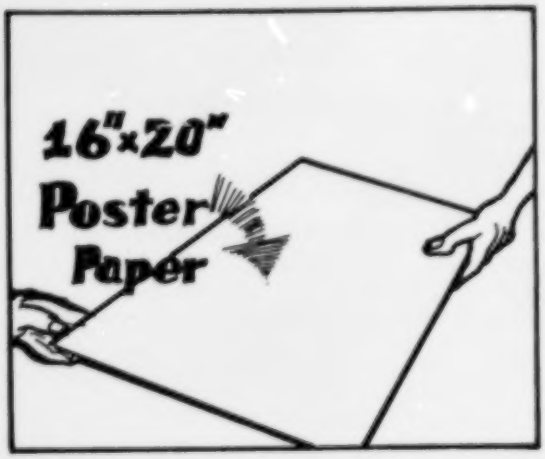
STEP 8 – After the slogan is sketched on the graph paper, transfer your design on the remaining area.

Check Point

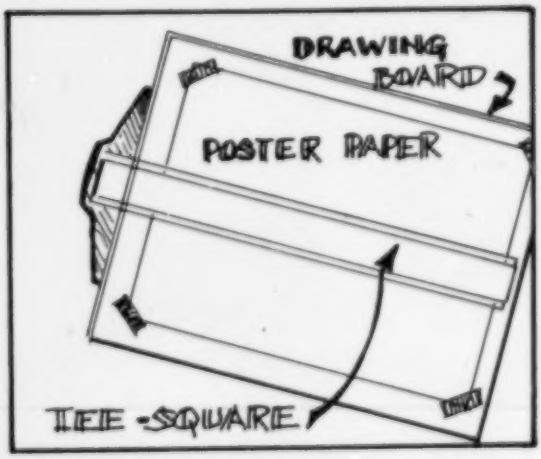
Ask a fellow student to inspect your idea for appearance.

Instructional Objective X

Given a poster board, each student will transfer the design to the larger paper.

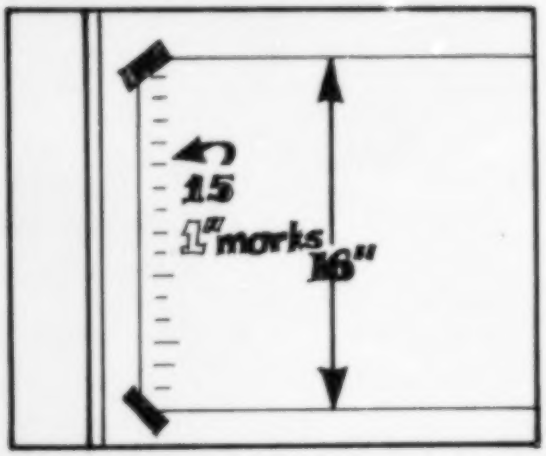


STEP 1 – Obtain from your instructor one 16 x 20 inch (40.64 x 50.8 cm) size poster board. It is important that you keep the poster board clean because this is the final phase and you will only be assigned one board with which to work.

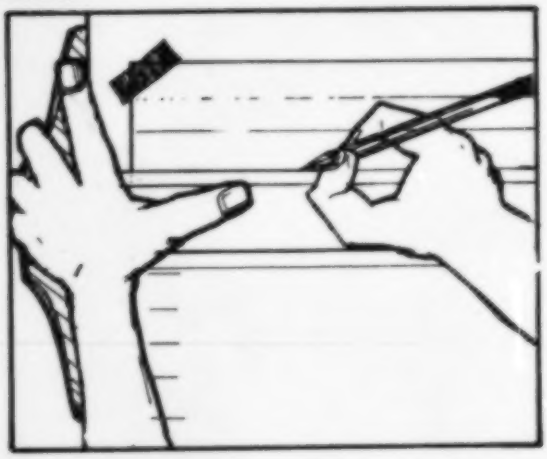


STEP 2 – Square and tape the poster board to the drawing board, using the same procedure used in taping the graph paper.

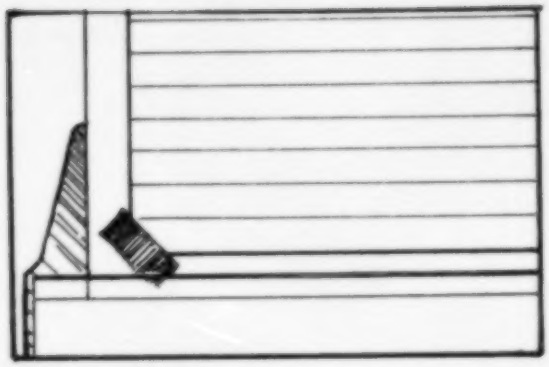
STEP 3 – Check the poster board so that it will not move. Recheck the procedure for proper mounting to insure proper alignment.



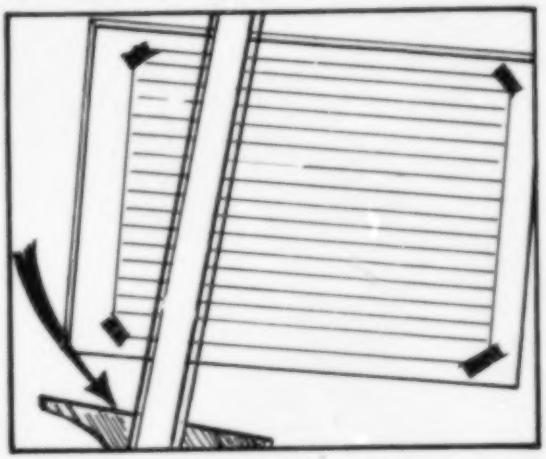
STEP 4 – Measure and mark 1 inch (2.54 cm) lines on the entire left side of the poster board.



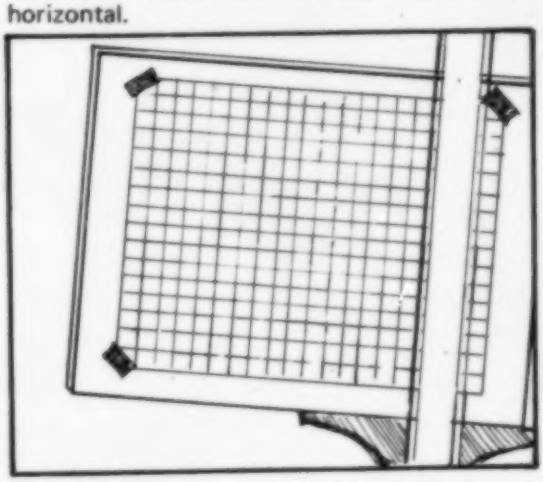
STEP 5 – Place the drawing edge of your T-square along the top edge of your poster board. Carefully lower your T-square one inch (2.54 cm). Using a No. 3 pencil, draw one line lightly across the poster board exactly one inch (2.54 cm) from its top edge.



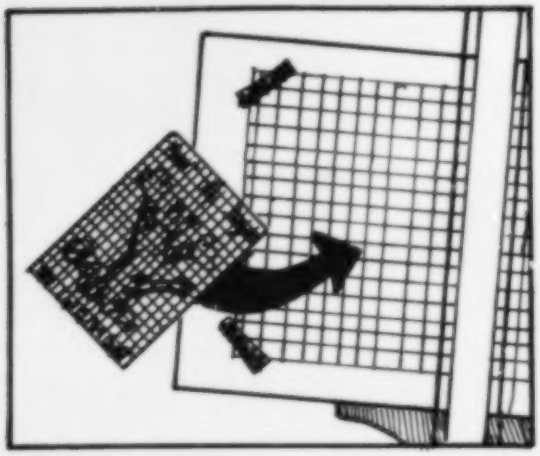
STEP 6 – Continue to lightly draw lines one inch (2.54 cm) apart until you reach the bottom edge of the poster board.



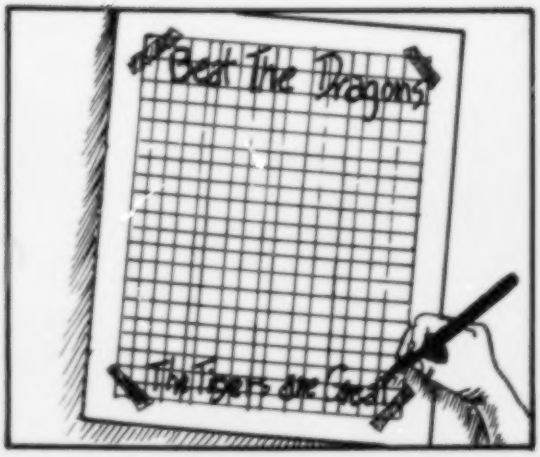
STEP 7 – Remove the poster board from the drawing board and turn it so that the lines that you drew are vertical instead of horizontal.



STEP 8 – Remount your poster board following the directions in steps 2 and 3. Repeat steps 4, 5, and 6. Your poster board should now look like your graph paper.

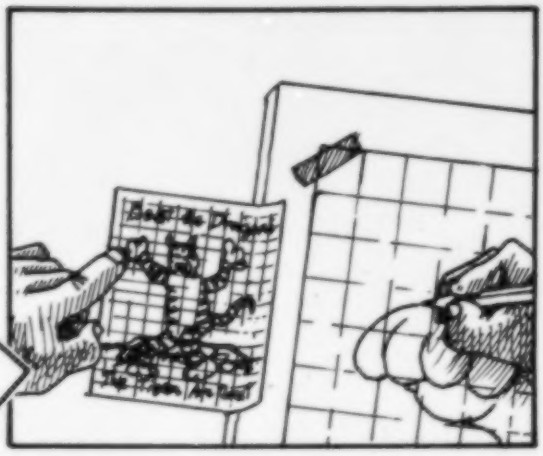


STEP 9 – Lightly sketch each word from your graph paper onto the poster board using the same amount of blocks as you did on the graph paper.



STEP 11 – Retrace the lettering on the poster board using a No. 2 pencil.

STEP 10 – After you have lightly arranged your lettering, check again for correct spelling, spacing, and positioning of your letters. To be accurate, compare the graph paper arrangement to the poster board arrangement. Does it need any changes?



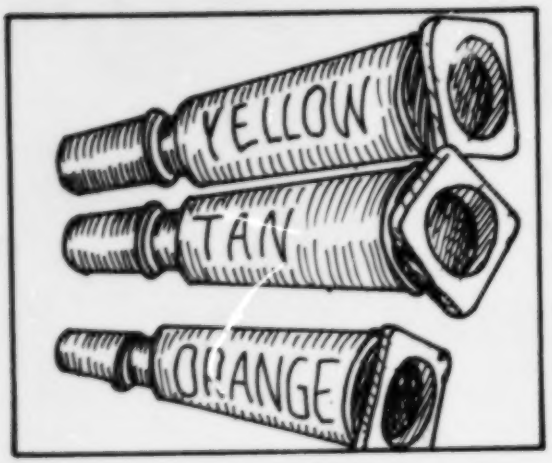
STEP 12 – Trace your design on the large poster using the same location squares found on the graph sketch.

Check Point

Ask your instructor to inspect the pencil drawn poster.

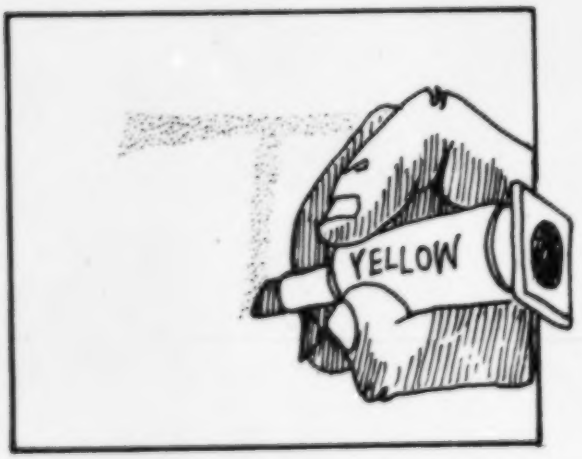
Instructional Objective XI

Given proper media, paint or markers, each student will color the poster.

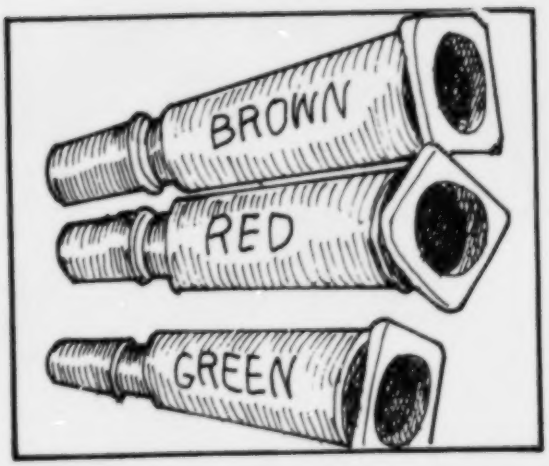


STEP 1 – Obtain from your instructor a marker of one of the following colors:

Yellow
Tan
Orange

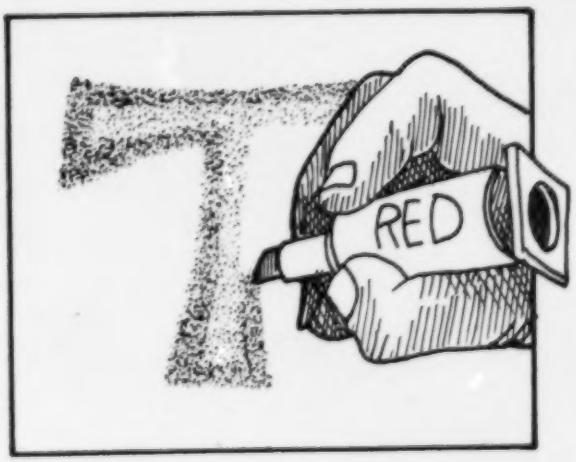


STEP 2 – Trace over the letters on the poster board with the color that you selected.

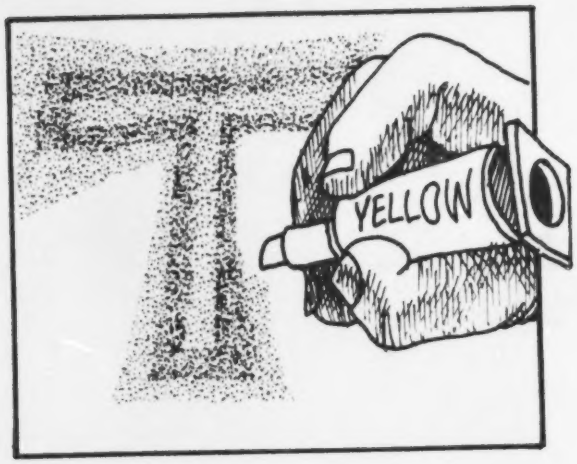


STEP 3 – Obtain from your instructor another marker in one of the following colors:

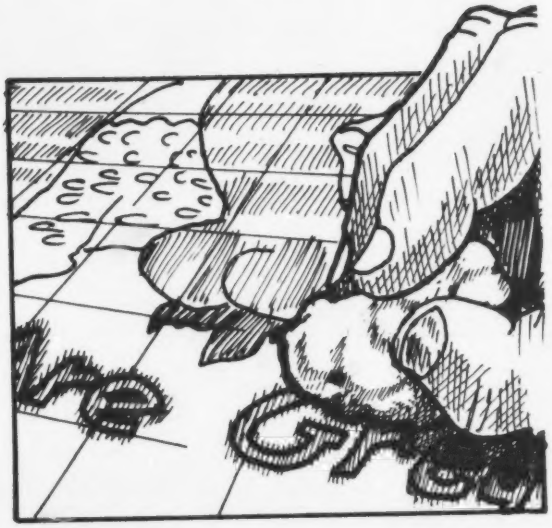
Brown
Red
Green



STEP 4 – Trace around the outside of each letter, this time using the color you selected in step 3. (Keep in mind that the colors should be side by side and not overlapping.)



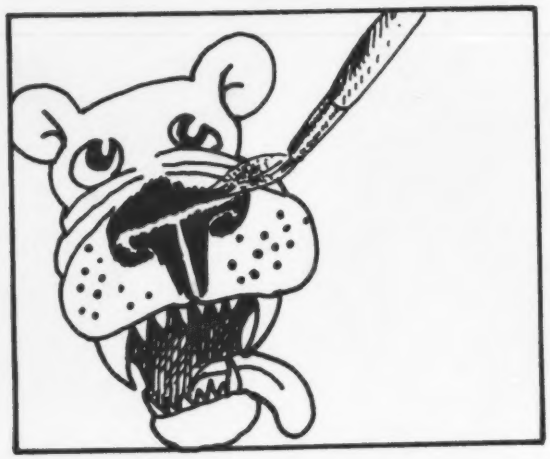
STEP 5 – Retrace around the previous color with any color from either step 1 or step 3. This will give your lettering a unique two dimensional quality.



STEP 7 – When the poster is dry, using a gum eraser, gently erase any line that was drawn with a pencil. Note: You should now turn in all of your tools to your instructor. This completes the project.

Check Point

Turn in the completed poster for your instructor's final inspection.



STEP 6 – Either paint or color the school design on your poster.

141.031-010 ART DIRECTOR (profess. & kin.)

Formulates concepts and supervises workers engaged in executing layout designs for art work and copy to be presented by visual communications media, such as magazines, books, newspapers, television, posters, and packaging: Reviews illustrative material and confers with client or individual responsible for presentation regarding budget, background information, objectives, presentation approaches, styles, techniques, and related production factors. Formulates basic layout design concept and conducts research to select and secure suitable illustrative material, or conceives and assigns production of material and detail to artists and photographers. Assigns and directs staff members to develop design concepts into art layouts and prepare layouts for printing. Reviews, approves, and presents final layouts to client or department head for approval. May perform duties of GRAPHIC DESIGNER (profess. & kin.) to design art layouts. May mark up, paste up, and finish layouts to prepare layouts for printing. May draw illustrations. May prepare detailed story board showing sequence and timing of story development when producing material for television. May specialize in particular field, media, or type of layout.

141.081-014 COMMERCIAL DESIGNER (profess. & kin.)

Creates and designs graphic material for use as ornamentation, illustration, advertising, or cosmetic on manufactured materials and packaging: Receives assignment from customer or supervisor. Studies traditional, period, and contemporary design styles and motifs to obtain perspective. Reviews marketing trends and preferences of target and related markets. Integrates findings with personal interests, knowledge of design, limitations presented by methods and materials. Creates, draws, modifies, and changes design to achieve desired effect. Confers with customer or supervisor regarding approval of desired changes to design. May be required to have specialized knowledge of material designed. May prepare original artwork and design model. May perform related duties, such as fabricating silk screens, drawing full size patterns, or cutting stencils. May work with specific items, such as signs, packaging, wallpaper, ceramics, tile, glassware, monograms, crests, emblems, or embroidery. See INDUSTRIAL DESIGNER (profess. & kin.) for workers who design both product form and associated graphic materials.

142.051-010 DISPLAY DESIGNER (profess. & kin.) display and banner designer; flag decorator and designer.

Designs displays, using paper, cloth, plastic, and other material to decorate streets, fairgrounds, buildings, and other places for celebrations, fairs, and special occasions: Confers with client regarding budget, theme, materials, colors, emblem styles, and related factors. Plans display and sketches rough design for client's approval. Selects stock decorations or directs construction according to design concepts. May construct decorations. May direct and supervise workers who put up decorations. May design, draw, paint, or sketch backgrounds and fixtures made of wood, cardboard, paper, plaster, canvas, or other material for use in windows or interior displays and be designated DISPLAY ARTIST (profess. & kin.). May specialize in designing outdoor displays and be designated DISPLAY DESIGNER, OUTSIDE (profess. & kin.).

142.061-026 INDUSTRIAL DESIGNER (profess. & kin.)

Originates and develops ideas to design the form of manufactured products: Reads publications, attends showings, and consults with engineering, marketing, production, and sales representatives to establish design concepts. Evaluates design ideas based on factors such as appealing appearance, design-function relationships, serviceability, materials and methods engineering, application, budget, price, production costs, methods of production, market characteristics, and client specifications. Integrates findings and concepts and sketches design ideas. Presents design to client or design committee and discusses need for modification and change. May design product

packaging and graphics for advertising. May build simulated model, using hand and power tools and various materials. May prepare illustrations. May prepare or coordinate preparation of working drawings from sketches and design specifications. May design products for custom applications. May be required to have specialized product knowledge. Usually specializes in specific product or type of product including, but not limited to hardware, motor vehicle exteriors and interiors, scientific instruments, industrial equipment, luggage, jewelry, housewares, toys, or novelties and is designated accordingly.